

# WORKFORCE READINESS AND EMPLOYABILITY TRAINING PROGRAM



An Integrated Approach to Workforce Readiness in the 21<sup>st</sup> Century



## **OVERVIEW**

This *Workforce Readiness and Employability Training Program* seeks to provide adult learners with an individualized program that takes an integrated approach to basic skills development and knowledge acquisition with essential workplace readiness skills for entry-level employment in a variety of career areas. Central to this program is the development of generalized and occupation specific professional soft skills, digital literacy and technology skills, 21<sup>st</sup> century skills, and career focused field experiences. Learners enrolled in this program will work toward a number of specific outcomes, including GED<sup>®</sup> readiness and skill development toward the WorkKeys<sup>®</sup> National Career Readiness Certificate (NCRC).

## **PURPOSE/RATIONALE**

For the past decade, research has indicated that the workplace of the United States has undergone dramatic changes in response to the 21<sup>st</sup> century economic demands and increasingly global markets. However, the current workforce is not keeping up with acquiring the skills required for these workplace changes resulting in what many reference as “the great skills gap” of American workers (The Conference Board, 2006; National Association of Manufacturers, 2005). We are at an impasse in our workforce where many of the jobs in the 21<sup>st</sup> century require specialized skills and attainment of postsecondary training or degree completion, yet we have large numbers of unskilled workers and those who are minimally employed because they lack the prerequisite skills needed for even entry level positions. The following quotes further illustrate this issue:

*“...New entrants to the U.S. workforce must be equipped with the basic knowledge and applied skills necessary to be competitive in the global economy of the 21st century.”*

—Are They Ready to Work? (Final Report, 2006)

*“...A human capital performance gap threatens our nation’s ability to compete in today’s fast-moving and increasingly demanding global economy. It is emerging as our nation’s most critical business issue.”*

—2005 Skills Gap Report: A Survey of the American Manufacturing Workforce

*“Our current workforce does not have sufficient skilled workers to meet demand at the same time that many workers go unemployed. So, while we must develop the pipeline and invest in the education of our youth, we must also begin to strengthen our commitment and investment in the educational attainment of individuals already in the available workforce.”*

—Richard Dreiling  
CEO and Chairman of the Board, Dollar General

This program was designed to begin to address this “workforce skills gap” referenced herein through targeted, skills-based instruction, contextualized learning activities, individualized programming, collaborative teamwork opportunities, and field-based work experiences.



## **PROGRAM GOALS**

This program focuses on the following two overarching goals:

1. Preparation for transition into the *PluggedInVA* program or other credentialing (or technical training) program to further the learner's educational aspirations
2. Employability of displaced, unemployed, or underemployed workers

## **LEARNER OUTCOMES**

Specific learner outcomes for this training program include the following:

- Attainment of (at minimum) 9.0 GLE on TABE in reading, writing, and mathematics;
- Development of basic skills toward GED<sup>®</sup> and WorkKeys<sup>®</sup> readiness;
- Development of workforce readiness and professional soft skills;
- Completion of Microsoft Digital Literacy Certificate (MSDL);
- Development of 21<sup>st</sup> century skills through collaborative learning experiences;
- Integrated application and transference of basic skills, work readiness skills, and 21<sup>st</sup> century skills through collaborative group interactions and field based experiences;
- Planning, implementation, and evaluation of capstone project related to selected Career Cluster; and
- Attainment of relevant field experience in targeted workplace environments.

## **CURRICULUM COMPONENTS**

The four core content strands are as follows:

- I. Basic Skills Development and Knowledge Acquisition
- II. Generalized and Occupation Specific Professional Soft Skills
- III. Digital Literacy, Technology and Information Skills
- IV. 21<sup>st</sup> Century Skills and Professional Learning Communities

Although one of the core content strands focuses explicitly on the development of work readiness skills (i.e. professional soft skills), instructional activities related to this area of skill development will be integrated through all components of this program as identified specifically in each content strand below. It is through integration and application of these skills that the learners enrolled in this program will more fully develop the essential workplace readiness skills needed for the 21<sup>st</sup> century workplace.

### **I. Basic Skills Development and Knowledge Acquisition**

One of the core areas of emphasis in this program includes basic skills development and knowledge acquisition related to the GED<sup>®</sup> credential and National Career Readiness Certificate (NCRC). Program instructors will need to individualize instruction based on the skill levels of



the enrolled group of learners and provide opportunities for independent, self-paced learning as well as whole group and small group instruction.

Learner Outcomes: Participants enrolled in this program are expected to increase their scale scores on the Test of Adult Basic Education (TABE) to a minimum of a 9.0 Grade Level Equivalency (GLE) before completing the program. This outcome is in direct alignment with learners developing skills toward GED® readiness. Participants are also expected to begin development of targeted cognitive skills in Applied Mathematics, Locating Information, and Reading for Information as measured by the WorkKeys® assessments to earn the National Career Readiness Certificate (NCRC) credential.

Program participants will focus on achievement of the following:

- Attainment of (at minimum) 9.0 GLE on TABE
- Development of basic skills toward GED® readiness
- Development of targeted cognitive skills toward WorkKeys® readiness

Associated Workplace Readiness Skills: Reading, writing, mathematics, information literacy, personal financial responsibility

## **II. Generalized and Occupation Specific Professional Soft Skills**

Professional soft skills will be fully integrated across all areas of the program. Learners in the program will engage in a variety of instructional activities in which they will develop both generalized professional soft skills as well as occupation specific professional soft skills. Professional soft skills should be integrated into all areas of the core content as “teachable moments” arise through field-based experiences or as current events in the news provide appropriate opportunities. Instruction should be individualized based on the needs of each learner and provided through independent, self-paced as well as small group and whole group instruction as appropriate and based on learners’ identified career cluster areas.

Learner Outcomes: Participants enrolled in this program are expected to develop essential workplace readiness skills in preparation for entry into targeted career field areas. These skills include generalized professional soft skills (e.g. professionalism, communication, and task/time management) as well as occupation-specific professional soft skills (e.g. job-specific clothing requirements, occupational safety guidelines, and customer service).

Program participants will focus on achievement of the following:

- Development of generalized workplace readiness and professional soft skills
- Development of occupation-specific workplace readiness and professional soft skills

Associated Workplace Readiness Skills: Self-representation, positive work ethic/attitude, integrity, diversity awareness, conflict resolution, speaking/listening, communication, health and wellness, customer service, job acquisition and advancement, life-long learning



### III. Digital Literacy, Technology and Information Literacy Skills

All learners will work toward the completion of the Microsoft Digital Literacy Certificate (MSDL) as they develop basic technology and information/telecommunication skills for the workplace. Learners will be evaluated on their development of technology and information literacy skills at various points throughout the program. Instruction should be individualized based on the needs of each learner and provided through independent, self-paced as well as small group and whole group instruction as appropriate.

Learner Outcomes: Participants enrolled in this program will earn the MSDL certificate and develop a variety of technology and information literacy skills. In addition to basic skills in these areas, learners will identify job specific technologies, software knowledge requirements, and develop a training plan for skill acquisition in these identified areas.

Program participants will focus on achievement of the following:

- Development of basic computer skills and information literacy skills
- Completion of the Microsoft Digital Literacy Certificate (MSDL)
- Identification of job specific technologies and software knowledge requirements
- Development of knowledge and skills related to job specific technologies and software knowledge requirements (as appropriate)

Associated Workplace Readiness Skills: Computer skills, information technology, Internet use and security, telecommunications, job specific technologies

### IV. 21<sup>st</sup> Century Skills and Career Clusters

Participants enrolled in this program will engage in a variety of instructional activities that emphasize the development of 21<sup>st</sup> century skills that are essential for today's workplace. These skills will be integrated across all core areas of the program. Learners will apply what they are learning as they engage in collaborative group activities contextualized with the learners' selected career clusters. Instruction should be individualized based on the needs of each learner and provided through independent, self-paced as well as small group and whole group instruction as appropriate.

Learner Outcomes: Learners will engage in collaborative learning activities, including Professional Learning Communities that focus on 21<sup>st</sup> century skill development through cooperative group interactions related to the learners' selected career clusters.

Program participants will focus on achievement of the following:

- Development of 21<sup>st</sup> century skills through collaborative learning experiences
- Planning, implementation, and evaluation of capstone project related to selected career cluster

Associated Workplace Readiness Skills: Critical thinking, problem solving, creativity, innovation, self-direction/initiative, collaboration/teamwork, adaptability/flexibility



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## Integrated Applications

This program also incorporates “hands-on” applications for skill development and transfer of knowledge using real world contexts for learning. These include a variety of collaborative learning activities, completion of a capstone project, career exploration, and career focused field experiences.

### *Contextualized Instruction*

Contextualized instruction provides opportunities for learners to develop new skills, knowledge, and abilities by presenting subject matter in relevant, real-world contexts that learners might encounter in the workplace. This technique provides increased transference of knowledge and skills as it focuses directly on relatable, workplace contexts through active learning.

### *Information Challenges*

Information challenges are short, contextualized questions that are designed to initiate collaborative-style, discovery learning. Each information challenge is designed to provide an opportunity for learners to develop, apply, and demonstrate a specific inquiry process skill or skill set as an integrated approach to learning. Information challenges fuse together basic skills, work readiness skills, technology and information literacy, and 21<sup>st</sup> century skills through real world, job embedded problem solving.

### *Capstone Projects*

Capstone projects will be used to help integrate and apply the knowledge, skills, and strategies learned in the core areas of this program. Capstone projects will emphasize the application of skill sets as learners explore and investigate jobs related to selected career clusters. Learners will work on capstone projects as part of a collaborative team (i.e. Professional Learning Community) with individuals who have similar career interests to their own. Capstone projects will provide extended opportunities for learners to explore job opportunities and career fields of interest that will culminate in a publicly staged career fair. This approach allows for high levels of scaffolding and modeling by the program instructor/facilitator as learners develop the requisite skills and apply them toward successful completion of the project. By participating in a collaborative team, learners will also develop a better understanding of how different perspectives and viewpoints can contribute to a resulting project.

Completing both contextualized information challenges and the capstone project will require learners to follow specific procedures as part of an inquiry process as listed below:

1. Identify a topic for research and discovery related to future employment in the targeted career cluster;
2. Locate information from multiple resources and in multiple formats related to the identified topic;
3. Critically evaluate information to determine that which is most relevant, reliable, and accurate in addressing the identified challenge;



4. Synthesize information from multiple perspectives across multiple formats into a clear and concise presentation that will be delivered in visual and oral formats; and
5. Communicate information to a targeted audience through a formal, public presentation.

Learner Outcomes: Learners will be engaged with integrated applications through collaborative learning activities to demonstrate the application and transference of knowledge and skills attained across the four core content strands.

Program participants will focus on achievement of the following:

- Demonstrate integrated application and transference of basic skills, work readiness skills, and 21<sup>st</sup> century skills through collaborative group interactions
- Planning, implementation, and evaluation of capstone project related to selected career cluster

Associated Workplace Readiness Skills: Critical thinking, problem solving, creativity, innovation, self-direction/initiative, collaboration/teamwork, adaptability/flexibility

### **Career Focused Field Experiences**

Career focused field experiences is where the development of knowledge and skills related to the four content strands meets the real world context of the workplace. The application, integration, and transference of newly acquired knowledge and skills to the real world of work is the learner's ultimate goal. Participants in this program are expected to engage in a variety of career focused field based experiences. These include single event experiences such as guest speakers by experienced workers, workplace tours, or job shadowing as well as longer-term experiences such as internships, apprenticeships, or volunteering opportunities that may range in duration from several weeks to several months. Learner engagement in field experiences should drive instruction related to professional soft skills and 21<sup>st</sup> century skills for that are identified in the targeted workplace. Instruction should be individualized based on the needs of each learner and the facilitation of career focused field experiences and provided through independent, self-paced as well as small group and whole group instruction as appropriate.

Learner Outcomes: Learners will participate in career focused field experiences that include single event experiences (workplace tours or job shadowing) or longer-term experiences (internships, apprenticeships, or volunteering opportunities). Field experiences will be coordinated with business/industry partners based on the learners' selected career cluster areas.

Program participants will focus on achievement of the following:

- Demonstrate integrated application and transference of basic skills, work readiness skills, and 21<sup>st</sup> century skills through career focused field-based experiences
- Attainment of relevant field experience in targeted workplace environment

Associated Workplace Readiness Skills: Critical thinking, problem solving, creativity, innovation, self-direction/initiative, collaboration/teamwork, adaptability/flexibility





### ***Business/Industry Partners***

Business/industry partners will provide opportunities for participants in this program to engage in career exploration opportunities through job shadowing and/or tours of workplace facilities. They will also provide career focused field experiences through internship programs, apprenticeships, or volunteer work opportunities within workplace environments of interest to the participants when possible.

Individuals from local business/industry partners may serve as workplace mentors to the learners enrolled in this program. In this role, they will help learners obtain a more thorough understanding of job skill requirements for potential employment within a specialized career field. Business mentors might engage in instructional activities as a guest speaker, provide feedback on résumés or job applications, and/or conduct mock interviews.

Business/industry partners and mentors should be invited to the capstone project presentations at the end of the program. Program instructors and/or facilitators should work directly with business partners to coordinate and facilitate their involvement with the program.

### ***Adult Career Coaches***

Career coaches from the adult education program, state community and technical college system, or other appropriate organization should be utilized when possible to help learners establish long-term career goals. Their services might include whole group as well as individual consulting related to available college or certificate programs, services, etc. Career coaches might help learners with applications for college, financial aid, and/or scholarships. Program instructors and/or facilitators should work directly with adult career coaches to coordinate and facilitate their involvement with the program.

## **Suggested Program Scheduling**

This program is designed for implementation during a six-month period.

Basic Skills Instruction (9-12 hours per week)

Collaborative Learning Activities (2-3 hours per week)

Engagement in Professional Learning Communities (2-3 hours per week)

Personalized, Flexible Instruction (2-3 hours per week)

Career Focused Field Experiences (10-15 hours per week)

***Program Total = 25-36 hours per week (Target = 30 hours per week)***

The above-suggested program schedule allows for instructional flexibility based upon learners' individual needs. If enrolled learners have tight work schedules or longer commuting times, it is recommended that self-paced modules or individualized instruction be scheduled during the first 15-30 minutes of class time so that core instruction is not missed if someone were to arrive to class a few minutes late. Also note the "Personalized, Flexible Instruction" that is provided. This allows for individualized instruction for learners who may have missed a class during the week, find themselves struggling with a particular concept, or are ready to move ahead of the group to tackle more advanced concepts. Thus, this flexible time should be used for make-up instruction,





additional instruction in areas of difficulty for small groups or individuals, collaborative learning activities, self-paced learning, or other such activities.

## **Instructional Components**

### ***Flexible Grouping***

Flexible grouping allows the instructor to group students for instruction based on the specific needs of each individual learner. As such, the instructor will use a combination of whole group, small group, and individualized instruction based on learner needs at any given point in the program. Whole group instruction should most often be used when new concepts or strategies are being introduced. Small group instruction will provide the instructor with the opportunity to provide specific instruction based on similar needs of a small group of students for reinforcement of skills or opportunities for enrichment or the introduction of more advanced concepts. Finally, individualized instruction will provide for the use of specific instructional interventions or reinforcement of basic skills or guided practice as learners master concepts or strategies.

### ***Online Instructional Modules***

The use of online instructional modules will provide program participants with the opportunity to become strategic learners. Online instructional modules support independent, self-paced learning through the use of a variety of content presentation modes (e.g. videos, text, images, graphic representations, etc.). Learners can work through these self-paced online instructional modules either inside or outside the classroom. Instructors will monitor student progress and identify the need for guided instruction or instructional interventions as appropriate.

### ***Contextualized Instruction and Integrated Applications***

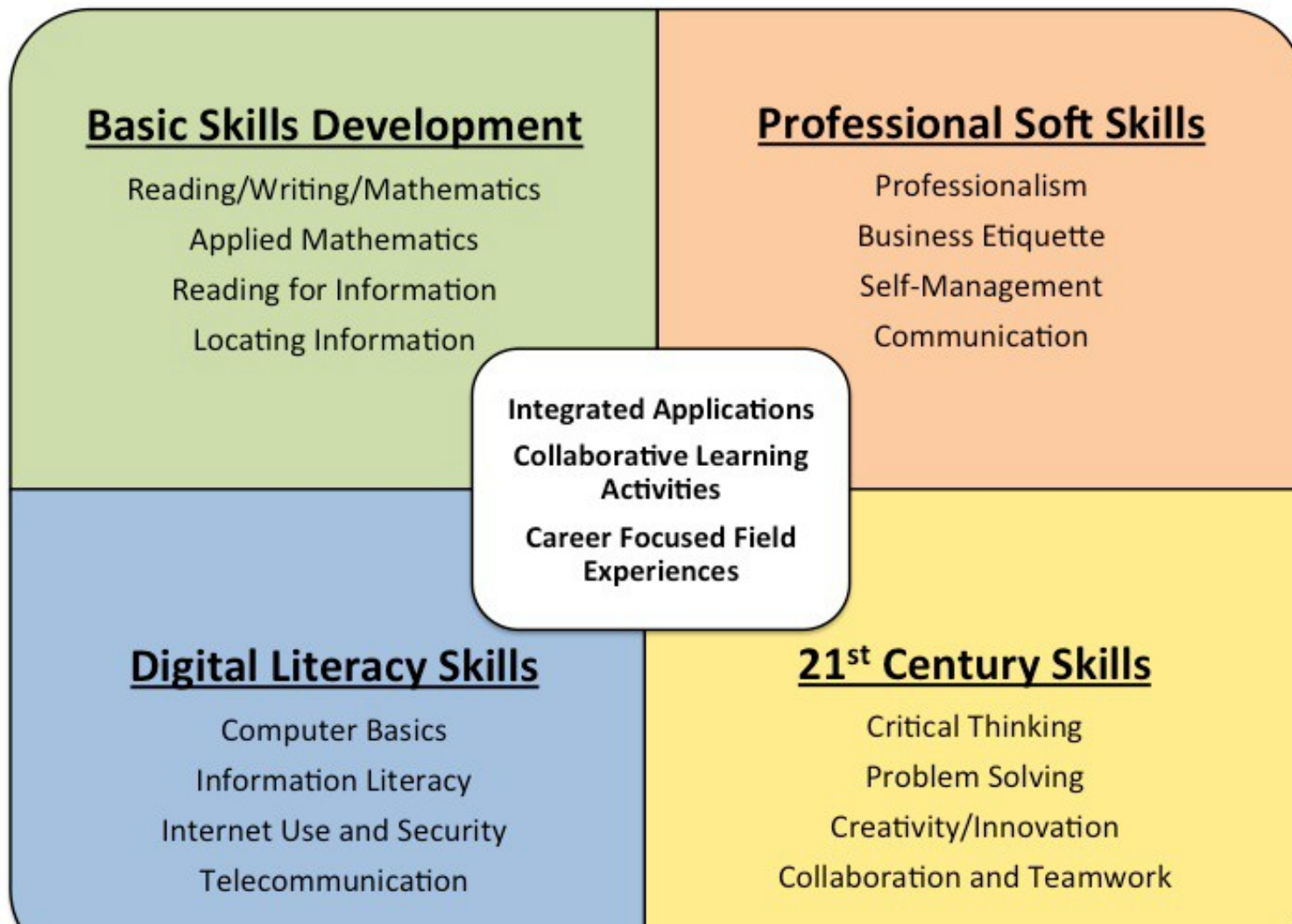
To the extent possible, all instruction associated with this program should be contextualized within real-world contexts for learning. The instructor is encouraged to help learners apply and transfer knowledge and skills they are learning with the targeted career fields of their choice. Learners should be involved in the instructional planning process to ensure their individual needs and interests are being met. The use of integrated applications will help facilitate contextualized instruction through the use of contextualized information challenges and capstone projects.

### ***Career Clusters and Professional Learning Communities (PLCs)***

Program participants will engage in a variety of career focused activities. At the outset, learners will complete a career interest inventory to identify key career areas of interest. From the results of this inventory, the instructor will select a variety of career clusters (e.g. allied health or skill trades). Once learners are assigned to a career cluster, the learners will engage in a variety of career exploration opportunities in order to identify specific job areas of interest. Those learners with similar interests will form Professional Learning Communities (PLCs). PLCs will work together to learn more about the chosen career field, specific job opportunities, and requisite skills and/or training necessary for attainment of employment in that area. Together, PLCs will complete a capstone project related to their career field of choice that will culminate with the implementation of a career fair.



## OVERVIEW OF CORE CONTENT





## CURRICULUM MAP

	Month(1)	Months (2-5)	Month (6)
I. CORE	Orientation	Full Program Implementation	Outcomes/Artifacts
II. GED®	Familiarization with Online Learning Options	<b>I. Basic Skills Development and Knowledge Acquisition</b> Skill development toward National Career Readiness Certificate (NCRC) <i>Targeted work Readiness skills: Reading, writing, mathematics, information literacy, personal financial responsibility</i>	Approaching GED® and WorkKeys® Readiness
III. PSS	Intro to PSS Badge System	<b>II. Professional Soft Skills</b> Completion of Professional Soft Skills badges in the areas of Professionalism and Business Etiquette, Self-Management/Self Representations, and Communication <i>Targeted Work Readiness Skills: Self-representation, positive work ethic/attitude, integrity, diversity awareness, conflict resolution, speaking/listening, communication, health and wellness, customer service, job acquisition and advancement, life-long learning</i>	Badge Portfolio Professional résumé Job applications Letters, and Thank You Notes
IV. DL	Computer Skills Baseline Assessment	<b>III. Digital Literacy</b> Completion of Microsoft Digital Literacy Certificate (MSDL) <i>Targeted Work Readiness Skills: Computer skills, information technology, Internet use and security, telecommunications, job specific technologies</i>	LinkedIn Profile
21C	Establishment of Career Clusters and PLCs	<b>IV. 21<sup>st</sup> Century Skills</b> Cooperative group interactions, Career Clusters, and Professional Learning Communities <i>Targeted Work Readiness Skills: Critical thinking, problem solving, creativity, innovation, self-direction/initiative, collaboration/teamwork, adaptability/flexibility</i>	Career Coaching
INT APP	Integrated Applications	<b>Integrated Applications through Collaborative Learning Activities</b> Capstone Project Teamwork Contextualized Instruction and Information Challenges <i>Targeted Work Readiness Skills: Resourcefulness, teamwork, time/task/resource management, leadership, oral/written communication, civic/community participation</i>	Career Fair with Public Presentations and Mock Interviews
FIELD EXPS	Career Interest Inventory	<b>Career Focused Field Experiences</b> (internships, apprenticeships, or volunteering opportunities) Career Exploration (workplace tours and job shadowing) <i>Targeted Work Readiness Skills: Professionalism, work ethic, social responsibility, organizations/systems/climates, health and safety, job specific technologies, workplace safety</i>	Employment and Workplace Transitions



**I. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION**

*READING*

Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<p>[READING/TABE]</p> <ul style="list-style-type: none"> <li>• Interpret graphic information</li> <li>• Words in context</li> <li>• Recall information</li> <li>• Construct meaning</li> <li>• Evaluate/extend meaning</li> </ul> <p>[CCSS/ELA]</p> <ul style="list-style-type: none"> <li>• Literature and narrative texts (stories, drama, poetry)</li> <li>• Informational texts (literacy nonfiction, historical, scientific, and technical)</li> </ul>	<ul style="list-style-type: none"> <li>• Before/during/after reading strategies</li> <li>• Identifying main ideas</li> <li>• Locating specific details</li> <li>• Summarizing and synthesizing</li> <li>• Evaluating information</li> <li>• Read and Respond</li> <li>• Literature Circles</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of reading comprehension strategies</li> <li>• Participation in class discussions</li> <li>• Literature Circle role sheets and rubrics</li> <li>• TABE Practice Test/Items</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Test of Adult Basic Education (TABE)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in reading scale score on TABE</li> <li>• Attainment of 9.0 GLE in reading on TABE</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• “<i>This I Believe</i>” curriculum for Life Long Learners</li> <li>• “<i>Times in Plain English</i>” version of New York Times</li> <li>• “<i>College Reading and Study Strategies</i>” text</li> <li>• TABE Assessment Practice Items</li> </ul>		<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Reading for information</li> <li>• Information literacy</li> </ul>	



<b>I. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION</b>			
<i>READING FOR INFORMATION</i>			
<b>Core Content Strand</b>	<b>Instructional Activities</b>	<b>Formative/Summative Assessments</b>	<b>Learner Outcomes</b>
<p>[Work Keys/ NCRC]</p> <p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>• Identify main ideas and details</li> <li>• Choose correct meanings of words</li> <li>• Define common workplace words</li> <li>• Follow a series of steps</li> <li>• Apply instructions to a situation</li> </ul> <p><u>Level 4</u></p> <ul style="list-style-type: none"> <li>• Identify important details</li> <li>• Determine word meaning from reading material</li> <li>• Apply multi-step instructions</li> <li>• Choose the correct action when conditions change</li> </ul>	<ul style="list-style-type: none"> <li>• Before/during/after reading strategies</li> <li>• Identifying main ideas</li> <li>• Locating specific details</li> <li>• Summarizing and synthesizing</li> <li>• Evaluating information</li> <li>• Following instructions</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of reading comprehension strategies</li> <li>• General and workplace vocabulary development</li> </ul> <p>WorkKeys Practice Items</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• WorkKeys Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of Level 3 and 4 sample items on the WorkKeys assessment</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• “<i>Reading for Information</i>” text (McGraw Hill)</li> <li>• WorkKeys Assessment practice items</li> </ul>		<ul style="list-style-type: none"> <li>• Reading for information</li> <li>• Information literacy</li> <li>• Flexibility/adaptability</li> </ul>	



## I. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION

### WRITING

Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<p>[WRITING/TABE]</p> <ul style="list-style-type: none"> <li>• Language usage</li> <li>• Sentence formation</li> <li>• Paragraph development</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Writing conventions</li> </ul> <p>[CCSS/WRITING]</p> <ul style="list-style-type: none"> <li>• Informative and explanatory</li> <li>• Arguments supported by claims with valid reasoning</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>• Summary writing with main points</li> <li>• Writing with evidence</li> <li>• Process approach to writing with opportunities for planning, revising, editing, rewriting, and publishing for a wide variety of tasks, purposes, and audiences</li> <li>• Use of technology and the Internet (as appropriate) to produce, publish, and share writing products</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of the writing process to produce clear and coherent writing</li> <li>• Rubric scores on published pieces of writing</li> <li>• TABE Practice Test/Items</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Test of Basic Adult Education (TABE)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in language (writing) scale score on TABE</li> <li>• Attainment of 9.0 GLE in language (writing) on TABE</li> </ul>
<p><b>Instructional Resources</b></p>		<p><b>Associated Workplace Readiness Skills</b></p>	
<ul style="list-style-type: none"> <li>• “<i>This I Believe</i>” Curriculum for Life Long Learners</li> <li>• “<i>College Reading and Study Strategies</i>” text</li> <li>• TABE Assessment Practice Items</li> </ul>		<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Technical writing</li> <li>• Information literacy</li> </ul>	



<b>I. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION</b>			
<i>MATHEMATICS</i>			
<b>Core Content Strand</b>	<b>Instructional Activities</b>	<b>Formative/Summative Assessments</b>	<b>Learner Outcomes</b>
<p>[MATH/TABE]  <u>Mathematics Computation</u></p> <ul style="list-style-type: none"> <li>• Add, subtract, multiply, divide whole numbers</li> <li>• Decimals</li> <li>• Fractions</li> <li>• Integers</li> </ul> <p><u>Applied Mathematics</u></p> <ul style="list-style-type: none"> <li>• Number operations</li> <li>• Computation in context</li> <li>• Estimation</li> <li>• Measurement</li> <li>• Geometry and spatial sense</li> <li>• Data Analysis</li> <li>• Statistics and Probability</li> <li>• Problem solving and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Basic mathematical computations</li> <li>• Contextualized instruction with an emphasis on application and problem solving</li> <li>• KHAN Academy for self-paced, learner directed instruction</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of mathematical computations</li> <li>• TABE Practice Test/Items</li> <li>• Progress in KHAN Academy modules</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Test of Basic Adult Education (TABE)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in mathematics scale score in TABE</li> <li>• Attainment of 9.0 GLE in mathematics in TABE</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• “<i>Applied Mathematics</i>” text (McGraw Hill)</li> <li>• KHAN Academy online mathematics learning modules</li> <li>• TABE Assessment practice items</li> </ul>		<ul style="list-style-type: none"> <li>• Mathematical computations</li> <li>• Applied mathematics</li> <li>• Personal financial responsibility</li> </ul>	





<b>I. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION</b>			
<i>APPLIED MATHEMATICS</i>			
<b>Core Content Strand</b>	<b>Instructional Activities</b>	<b>Formative/Summative Assessments</b>	<b>Learner Outcomes</b>
<p>[Work Keys/NCRC] <u>Level 3</u></p> <ul style="list-style-type: none"> <li>• Solve basic problems</li> <li>• Convert money and time</li> <li>• Change numbers from one form to another</li> <li>• Add and subtract negative numbers</li> </ul> <p><u>Level 4</u></p> <ul style="list-style-type: none"> <li>• Add fractions, decimals, and percents</li> <li>• Multiply mixed numbers</li> <li>• Find averages, rations, proportions, and rates</li> <li>• Solve problems using 1 or 2 operations</li> <li>• Put information in the right order</li> <li>• Multiply negative numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Basic mathematical computations</li> <li>• Contextualized instruction with an emphasis on application and problem solving</li> <li>• Application of mathematical reasoning and problem-solving techniques in collaborative learning activities</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of mathematical computations and application within contextualized problems</li> <li>• WorkKeys Practice Items</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• WorkKeys Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of Level 3&amp;4 sample items on the WrokKeys assessment</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• “<i>Applied Mathematics</i>” text (McGraw Hill)</li> <li>• WorkKeys Assessment practice items</li> </ul>		<ul style="list-style-type: none"> <li>• Applied mathematics</li> <li>• Problem solving</li> <li>• Personal financial responsibility</li> </ul>	



## I. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION

### *LOCATING INFORMATION*

Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<p>[WorkKeys/NCRC]</p> <p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>Find information in graphics</li> <li>Add missing information to graphics</li> </ul> <p><u>Level 4</u></p> <ul style="list-style-type: none"> <li>Find information from one or two graphics</li> <li>Understand how graphics relate</li> <li>Summarize information from or two graphics</li> <li>Identify trends</li> <li>Compare information and trends in graphics</li> </ul>	<ul style="list-style-type: none"> <li>Contextualized instruction using appropriate workplace specific graphic images to locate information</li> <li>Contextualized instruction using appropriate workplace specific graphs, charts, tables and other data sets</li> <li>Application of information literacy skills during collaborative learning activities</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>Demonstration of skills related to locating and comparing information from a variety of graphic representations</li> <li>WorkKeys Practice Items</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>WorkKeys Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of Level 3 and 4 sample items on the WorkKeys assessment</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>“<i>Locating Information</i>” text (McGraw Hill)</li> <li>WorkKeys Assessment practice items</li> </ul>		<ul style="list-style-type: none"> <li>Information literacy</li> <li>Applied mathematics</li> <li>Critical thinking</li> </ul>	



<b>II. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION</b> <i>PROFESSIONALISM and BUSINESS ETIQUETTE</i>			
Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<u>Targeted Skills</u> <ul style="list-style-type: none"> <li>• Positive work ethic</li> <li>• Integrity</li> <li>• Diversity awareness</li> <li>• Conflict resolution</li> <li>• Workplace relationships</li> <li>• Health and safety</li> <li>• Organizations, systems, and climates</li> <li>• Time, task, and resource management</li> <li>• Customer service basics</li> </ul>	<ul style="list-style-type: none"> <li>• Just in time instruction related to professional soft skills as needs are identified</li> <li>• Role playing, scripts, and scenarios</li> <li>• Online videos and webinars</li> <li>• Professional Soft Skills Badge System</li> </ul>	<u>Formative</u> <ul style="list-style-type: none"> <li>• Demonstration of skills related to professionalism and business etiquette in the classroom and during collaborative learning engagements and field experiences</li> </ul> <u>Summative</u> <ul style="list-style-type: none"> <li>• Evaluation from business mentor to employer</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of workplace readiness skills related to professionalism and business etiquette</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Passport Badge System for Professional Soft Skills</li> <li>• University of Kent, Careers and Employability Service</li> <li>• Equipped for the Future Teaching/Learning Toolkit</li> <li>• CalBusiness Webinar Series on Softskills</li> </ul>		<ul style="list-style-type: none"> <li>• Workplace tours</li> <li>• Job shadowing</li> <li>• Focused on field experiences (internships, apprenticeships, or volunteering opportunities)</li> </ul>	



## II. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION

### *SELF-MANAGEMENT/SELF REPRESENTATION*

Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<p><u>Targeted Skills</u></p> <ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Appropriate workplace attire</li> <li>• Personal financial responsibility</li> <li>• Positive attitude</li> <li>• Electronic and digital representation</li> <li>• Integrity</li> <li>• Self-direction/initiative</li> <li>• Job acquisition and advancement goals</li> <li>• Life-long learning</li> <li>• Civic and community participation</li> </ul>	<ul style="list-style-type: none"> <li>• Just in time instruction related to professional soft skills as needs are identified</li> <li>• Role playing, scripts, and scenarios</li> <li>• Online videos and webinars</li> <li>• Professional Soft Skills Badge System</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of skills related to self-management and self-representation in the classroom and during collaborative learning engagements and field experiences</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Evaluation from business mentor or employer</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of workplace readiness skills related to self-management and self-representation</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Passport Badge System for Professional Soft Skills</li> <li>• University of Kent, Careers and Employability Service</li> <li>• Equipped for the Future Teaching/Learning Toolkit</li> <li>• CalBusiness Webinar Series on Softskills</li> </ul>		<ul style="list-style-type: none"> <li>• Workplace tours</li> <li>• Job shadowing</li> <li>• Focused field experiences (internships, apprenticeships, or volunteering opportunities)</li> </ul>	



## II. BASIC SKILLS DEVELOPMENT AND KNOWLEDGE ACQUISITION

### COMMUNICATION

Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<p><u>Targeted Skills</u></p> <ul style="list-style-type: none"> <li>• Oral communication (speaking and listening)</li> <li>• Written communication</li> <li>• Electronic communication (email etiquette)</li> <li>• Conflict resolution</li> <li>• Internet use and security</li> <li>• Information technology</li> <li>• Collaboration and teamwork</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Just in time instruction related to professional soft skills as needs are identified</li> <li>• Role playing, scripts, and scenarios</li> <li>• Online videos and webinars</li> <li>• Professional Soft Skills Badge System</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of skills related to all forms and aspects of communication in the classroom and during collaborative learning engagements and field experiences</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Evaluation from business mentor and employer</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of workplace readiness skills related to all forms and aspects of communication</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Passport Badge System for Professional Soft Skills</li> <li>• University of Kent, Careers and Employability Service</li> <li>• Equipped for the Future Teaching/Learning Toolkit</li> <li>• CalBusiness Webinar Series on Softskills</li> </ul>		<ul style="list-style-type: none"> <li>• Workplace tours</li> <li>• Job shadowing</li> <li>• Career focused field experiences</li> </ul>	



<b>III. DIGITAL LITERACY</b> <i>TECHNOLOGY AND INFORMATION SKILLS</i>			
<b>Core Content Strand</b>	<b>Instructional Activities</b>	<b>Formative/Summative Assessments</b>	<b>Learner Outcomes</b>
<ul style="list-style-type: none"> <li>• Microsoft Digital Literacy Certificate (MSDL)</li> <li>• Computer Basics</li> <li>• The Internet and World Wide Web</li> <li>• Productivity Programs</li> <li>• Computer Security and Privacy</li> <li>• Digital Lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• Online MSDL certificate program using e-learning modules</li> <li>• Integrated instruction during collaborative learning activities</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of skills related to digital literacy during collaborative learning engagements</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Microsoft Digital Literacy assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of MSDL certificate</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Digital Literacy Curriculum: Self-Paced e-Learning from Microsoft</li> </ul>		<ul style="list-style-type: none"> <li>• Computer skills</li> <li>• Information technology</li> <li>• Internet use and security</li> <li>• Telecommunications</li> <li>• Job specific technologies</li> </ul>	



**IV. 21<sup>st</sup> CENTURY SKILLS**

*CRITICAL THINKING AND PROBLEM SOLVING*

Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<ul style="list-style-type: none"> <li>• Use critical thinking skills to conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources</li> <li>• Collect/Analyze data to identify solutions and/or make informed decisions</li> <li>• Identify and ask significant questions that clarify various points of view and lead to better solutions</li> <li>• Frame, analyze, and synthesize information to solve problems and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized and integrated instruction related to collaborative learning activities</li> <li>• Capstone project teamwork</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of skills related to critical thinking and problem solving during collaborative learning engagements and field experiences</li> <li>• Information challenges</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Completion of capstone project</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of critical thinking and problem solving skills</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Partnership for 21<sup>st</sup> Century Skills Framework</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborative Learning Activities</li> <li>• Information Challenges</li> <li>• Capstone projects</li> </ul>	





**IV.21<sup>st</sup> Century Skills**  
*CREATIVITY AND INNOVATION*

Core Content Strand	Instructional Activities	Formative/Summative Assessments	Learner Outcomes
<ul style="list-style-type: none"> <li>• Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology</li> <li>• Demonstrate originality and inventiveness in work products</li> <li>• Develop, implement, and communicate new, original ideas to others that demonstrate creativity and inventiveness</li> <li>• Be open and responsive to new and diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized and integrated instruction related to collaborative learning activities</li> <li>• Capstone project teamwork</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of skills related to creativity and innovation during collaborative during collaborative learning engagements and field experiences</li> <li>• Information challenges</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Completion of capstone projects</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of creativity and innovation skills</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Partnership for 21<sup>st</sup> Century Skills Framework</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborative learning activities</li> <li>• Information challenges</li> <li>• Capstone projects</li> </ul>	



<b>IV.21<sup>st</sup> Century Skills</b> <i>SELF-DIRECTION AND INITIATIVE</i>			
<b>Core Content Strand</b>	<b>Instructional Activities</b>	<b>Formative/Summative Assessments</b>	<b>Learner Outcomes</b>
<ul style="list-style-type: none"> <li>• Monitor one’s own understanding and learning needs</li> <li>• Move beyond basic mastery of skills to explore and expand one’s own learning and opportunities to gain experience</li> <li>• Define, prioritize, and complete tasks without direct oversight</li> <li>• Set short and long term goals to complete tasks and projects</li> <li>• Use time efficiently to manage workload</li> <li>• Demonstrate a commitment to learning as a lifelong process</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with planning, implementation, and oversight of tasks related to capstone project</li> <li>• Modeling of continuous self-monitoring and progress recording</li> <li>• Time and task management procedures</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Development of individual learning and growth plans indicating goals for success</li> <li>• Information challenges</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Completion of capstone project</li> <li>• Evaluation from business mentor or employer</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of self direction initiative</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Partnership for 21<sup>st</sup> Century Skills Framework</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborative learning activities</li> <li>• Information challenges</li> <li>• Capstone projects</li> <li>• Career focused field experiences</li> </ul>	



**IV.21<sup>st</sup> Century Skills**  
*COLLABORATION*

<b>Core Content Strand</b>	<b>Instructional Activities</b>	<b>Formative/Summative Assessments</b>	<b>Learner Outcomes</b>
<ul style="list-style-type: none"> <li>• Demonstrate ability to work effectively with diverse teams</li> <li>• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work</li> <li>• Contribute to project teams to produce original works or solve problems</li> <li>• Work as part of a team to access individual and group participation</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized and integrated instruction related to collaborative learning activities</li> <li>• Capstone project teamwork</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of skills related to collaboration and teamwork during collaborative learning engagements and field experiences</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Learners complete individual and group evaluations of team members' responsibilities, contributions, and output for capstone projects</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of collaboration skills</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Partnership for 21<sup>st</sup> Century Skills Framework</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborative learning activities</li> <li>• Information challenges</li> <li>• Capstone projects</li> </ul>	



<b>IV.21<sup>st</sup> Century Skills</b> <i>ADAPTABILITY AND FLEXIBILITY</i>			
<b>Core Content Strand</b>	<b>Instructional Activities</b>	<b>Formative/Summative Assessments</b>	<b>Learner Outcomes</b>
<ul style="list-style-type: none"> <li>• Demonstrate ability to adapt to varied roles and responsibilities as part of a diverse team</li> <li>• Work effectively in a climate of ambiguity and changing priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized and integrated instruction related to collaborative learning activities</li> <li>• Role playing, scripting, and scenarios</li> <li>• Capstone project teamwork</li> </ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Demonstration of skills related to adaptability and flexibility during collaborative learning engagements and field experiences</li> <li>• Information challenges</li> </ul> <p><u>Summative</u></p> <ul style="list-style-type: none"> <li>• Completion of capstone projects</li> <li>• Evaluation from business mentor or employer</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of adaptability and flexibility skills</li> </ul>
<b>Instructional Resources</b>		<b>Associated Workplace Readiness Skills</b>	
<ul style="list-style-type: none"> <li>• Partnership for 21<sup>st</sup> Century Skills Framework</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborative learning activities</li> <li>• Information challenges</li> <li>• Capstone projects</li> <li>• Career focused field experiences</li> </ul>	



## NOTE TO INSTRUCTORS AND FACILITATORS

This manual was designed as a guide for instructors and facilitators teaching in the *Workforce Readiness and Employability Training Program*. The content is not exhaustive but developed to provide an outline for each instructional component of the program. Suggested instructional activities have been included to help facilitate instruction and make connections across the four core content strands as depicted in the overview document (see Overview of Content, p. 1 and Curriculum Map, p. 2). In addition, instructional resources, Internet resources, and Appendices are included to scaffold and aid teaching and learning activities. All instructional activities are aligned with the essential knowledge and skills and specific learner outcomes outlined in the program's Instructional Framework (see pp. 3-17).

It is important to note that the *Workforce Readiness and Employability Training Program* is in the pilot stage. The curriculum and contents of this manual will be revised as necessary to develop a comprehensive and successful program. Instructors and facilitators are encouraged to engage in regularly occurring dialogue with the Lead Curriculum Developer (Laurie A. Henry) to discuss both positive and negative aspects of implementation in the classroom. Instructors and facilitators should document what worked and what did not, along with any changes they made to instruction. Feedback on how instructional activities worked in the classroom would be helpful to guide future revisions. The Lead Curriculum Developer will make revisions to this program and associated instructional materials based on the instructor and facilitator feedback for future, sustained implementation of this program.

### **Contact information for the Lead Curriculum Developer:**

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## INTRODUCTION

This program is grounded in the main tenets of an innovative approach to teaching and learning for the 21<sup>st</sup> century with an emphasis on college and career readiness and success. As such, the program draws upon the *Critical Attributes of Next Generation Learners* and the *Partnership for 21<sup>st</sup> Century Skills Framework* as described below.

### **Critical Attributes of Next Generation Learners**

In collaboration with the Stupski Foundation, the Council of Chief State School Officers (CCSSO) has identified a set of critical attributes that form the foundation of teaching and learning that provides a deepened understanding of the learning process, increased knowledge of socio-cultural factors that impact learning, and recognition that the world has changed and, so too, should education. These attributes should serve as design principles for a more innovative approach to teaching and learning and are grounded in a solid base of research and best practices from around the world. The attributes are as follows:

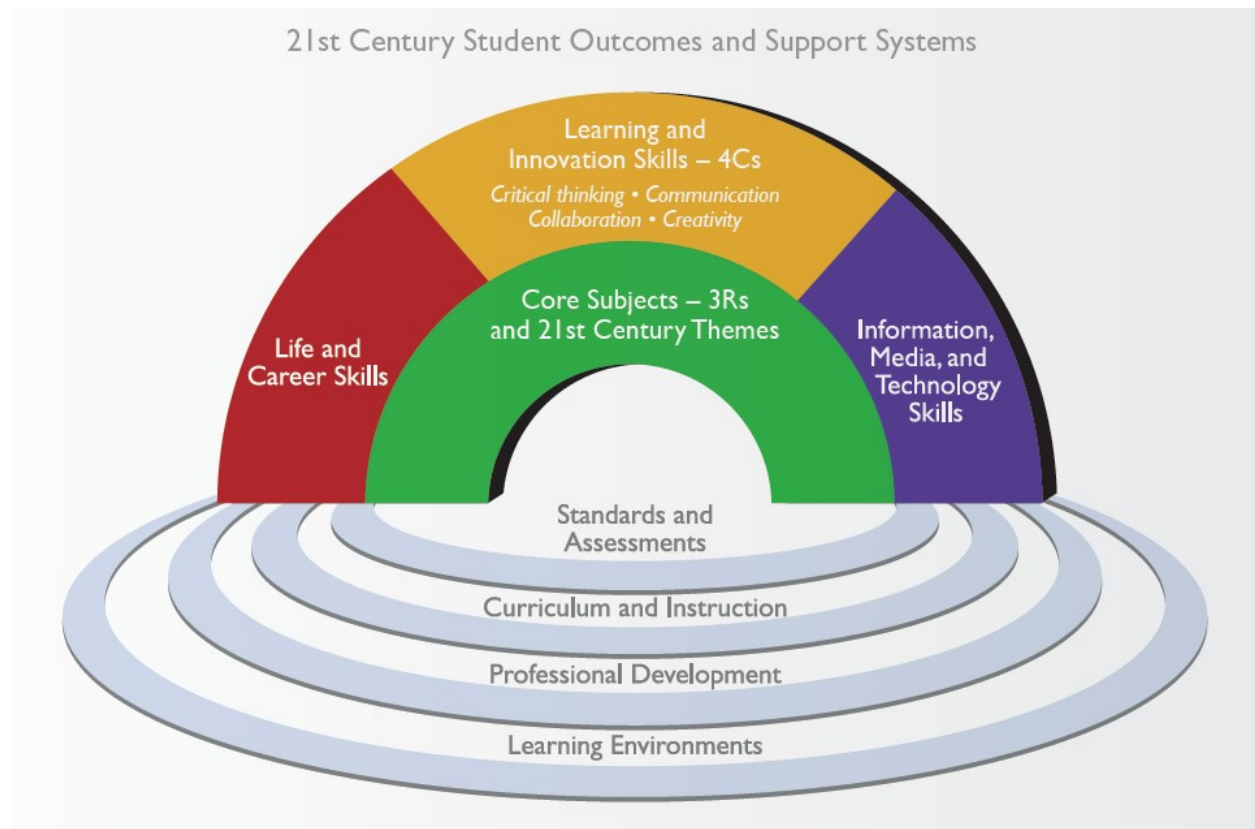
- Personalizing learning, which calls for a data-driven framework to set goals, assess progress, and ensure learners receive the academic and developmental supports they need;
- Comprehensive systems of learning supports, which address social, emotional, physical, and cognitive development along a continuum of services to ensure the success of all learners;
- World-class knowledge and skills, which require achievement goals to sufficiently encompass the content knowledge and skills required for success in a globally-oriented world;
- Performance-based learning, which puts learners at the center of the learning process by enabling the demonstration of mastery based on high, clear, and commonly-shared expectations;
- Anytime, everywhere opportunities, which provide constructive learning experiences in all aspects of an individual's life, through both the geographic and the Internet-connected community; and
- Authentic student voice, which is the deep engagement of learners in directing and owning their individual learning and shaping the nature of the education experience among their peers.

*“The main goal of the CCSSO is to create a personalized system of education that engages and motivates each learner—regardless of his or her circumstance—to be prepared for life, meaningful work and citizenship”* (CCSSO, 2010).



## Partnership for 21<sup>st</sup> Century Skills Framework

The Partnership for 21<sup>st</sup> Century Skills developed the Framework for 21<sup>st</sup> Century Learning, which presents a holistic view of 21<sup>st</sup> century teaching and learning that combines a discrete focus on 21<sup>st</sup> century learner outcomes (a blending of specific skills, content knowledge, expertise, and literacies) with innovative support systems to help learners master the multidimensional abilities required of them in the 21<sup>st</sup> century.



*“To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning. The Framework for 21<sup>st</sup> Century Learning (shown above) describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21<sup>st</sup> century skills implementation requires the development of core academic subject knowledge and understanding among all learners. Within the context of core knowledge instruction, **learners must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration**” (Partnership for 21<sup>st</sup> Century Skills, 2011).*





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## INSTRUCTIONAL ELEMENTS

This program was designed with a number of complementary instructional elements in mind to ensure the most effective and rigorous content delivery as possible in order to best address the individual needs of a diverse group of learners. The instructional elements are described herein as follows:

### ***Individualized or Personalized Instruction***

Individualized instruction provides an opportunity for the instructor to base content learning, skill development, and knowledge acquisition based upon the individual abilities and interests of the learner. Content delivery and learning pace is customized for the individual. Learners may receive one on one instruction, guided or self-paced practice, or small group and whole group instruction based on the learner's needs and similar needs of the larger group.

### ***Competency Based Instruction***

Similar in nature to individualized or personalized instruction, competency based instruction focuses learning on the critical competencies learners need for success. Using competency based instruction, the instructor provides a supportive learning environment in which conceptual learning, skill development, and knowledge acquisition is mastered before additional concepts are introduced.

### ***Contextualized Instruction***

Contextualized instruction provides opportunities for content and skill development as well as application and transference of knowledge using real-world contexts for learning. Instruction focuses on clear and relevant workplace connections that provide opportunities for the learner to focus his or her skill set within a context related to career paths of interest.

### ***Collaborative Learning Experiences***

Collaborative learning experiences provide opportunities for two or more individuals to learn something together. Knowledge acquisition and skill development is co-constructed as learners engage in a common task in which each individual depends on others for task completion. Collaborative learning experiences might include collaborative writing, group projects, team-based problem solving activities, study teams, or other such cooperative group activities.

### ***Experiential Learning***

Experiential learning is built on the common premise that individuals “learn by doing” or learn best from real-world, authentic experiences. Experiential learning engagements in this program will include workplace tours, job shadowing, internships, apprenticeships, or volunteering at target industries/workplaces.



## ORIENTATION

This program is designed to have an orientation period at the outset to provide learners with the opportunity to become acclimated to the program content, instructional components, and learning experiences as well as familiarizing them with stated learner outcomes and expectations for enrollment. It is recommended that approximately 3-4 weeks be provided for learners to adapt to this training program to ensure a positive adjustment is made.

### **Program Introduction (Week One)**

Personal Introductions: Provide an opportunity for basic introductions of instructors, facilitators, and learners. You might engage in a variety of icebreaker activities each time you meet during the first week for individuals to become familiar and more comfortable with one another. Two suggested activities follow, but you can find many other ice breaker activities online or you may have a few that you already use.

	Suggested Activity—Basic Introductions
Background	Provide brief introductions by asking learners to state their names and where they are from (might include any other short piece of information).
Activity	Learners pair up to discover: 1) how they heard about the training program; and 2) what they hope to get out of the program. After a brief period of conversation, each learner introduces his or her partner by stating the answer to the two prompts.
Outcome	Learners develop a better understanding of who their classmates are and begin to establish relationships.

	Suggested Activity—“I’ve done something you haven’t done!”
Background	Every person is unique with a variety of unique experiences.
Activity	Learners take turns sharing something that they have experienced in their life that they believe no one else in the room has experienced (e.g. traveled to the Grand Canyon by car, watched the midnight premier of a movie, served in the military, etc.). If the individual is able to share something no one else has done, “game play” moves on to the next person. If someone else has the same experience, the individual has to come up with something different.
Outcome	Learners develop a better understanding of who their classmates, further establish relationships, and find commonalities and differences.

Learner Expectations: It is critically important to communicate learner expectations and responsibilities at the outset. You can contextualize this by connecting to expectations typically found in a work environment through a brainstorming activity.



Suggested Activity—Identifying Expectations	
Background	Provide a brief scenario related to a workplace environment. (Select a workplace from the local region that learners may be familiar with as a customer, patient, etc. or select one of the business partner locations.) <i>Example: If you had a job at Appalachian Regional Health Care, what expectations might your boss have of you?</i>
Activity	Learners brainstorm a list of expectations and responsibilities that a potential employer might have for them. (Complete brainstorming as a whole group or in small groups.) Next, have learners brainstorm a list of expectations for this training program. Make comparisons between the workplace and training program.
Outcome	Learners develop and apply skills in collaboration and communication as they create a list of expectations for participation in the training program.

Specific learner expectations might include the following:

- Arrive on time for every instructional session and stay to the end of each session
- Active participation and engagement in all instructional activities
- Prepare assignments to meet stated deadlines
- Work appropriately and productively with other learners
- Demonstrate responsibility, integrity, and ethical behavior
- Notify the instructor and project team members of unavoidable absences before the class meeting or as soon as possible afterwards
- Make arrangements to obtain information or complete activities missed due to absences

Instructors and facilitators are encouraged to add to this list of expectations to meet their own instructional needs and the needs of their learners. Instructors should make direct connections between learner expectations and similar professional soft skills as they are introduced. You may choose to create a handout of the program expectations that can be distributed to learners and/or a poster of program expectations that can be posted prominently in the learning environment.

### Learner Organization

Provide learners with organizing tools (notebook, planner/calendar, USB drive, etc.) or generate a list of essential materials needed for participation in the training program. You might provide a checklist of required materials and expectations related to organization (e.g. bring notebook, writing utensil, USB drive, planner to class everyday) to your learners. Consider two categories on the checklist, one for “essential/must have” materials and another for “suggested” materials. Express the importance of organizational and personal management skills while making connections to workplace expectations. Share a variety of techniques to help learners stay organized throughout the program. You might conduct a weekly “check-in” to ensure learners are on track with their organization and time management, especially as it relates to program requirements.



Suggested Activity—Fixed Commitment Calendar*	
Background	Have learners share some of their time commitments outside of class (e.g. work schedules, family care, community service, etc.). Express the need for professionals to learn how to balance their work priorities with family and personal commitments.
Activity	Learners complete a fixed commitment calendar to document the time that they already have committed outside the training program. Then, help students identify “free time” in which they can focus on schoolwork or other learning activities associated with the program. Help them make adjustments to their weekly commitments as needed to ensure they can fulfill the schedule requirements of the program.
Outcome	Learners develop planning, organizational, time management, and problem solving skills as they identify and secure time in their calendar to participate in the program.

\*Utilize Fixed Commitment Calendar provided in the Appendices

### Program Overview

Provide learners with an overview of the *Workforce Readiness and Employability Training Program* using the Overview of Core Content (pp. 1). Fully explain each content strand and curriculum component detailed in the Curriculum Map (p. 2). Next, introduce learners to business/industry partners associated with the program and/or other targeted businesses in the region.

Suggested Activity—Business/Industry Awareness	
Background	Activate prior knowledge of learners to determine who is familiar with area businesses and what they already know about them (e.g. Appalachian Regional Health Care, Commonwealth Laminating & Coating, Inc., Springs Global US, Inc., etc.).
Activity	Using chart paper or other visual aids, complete a K-W-L-Q activity related to information about local companies. What do learners <i>Know</i> about these companies? What do they <i>Want</i> to know about these companies? Once these two questions have been addressed, place learners in groups based on their interests about individual companies and have them explore the company website to learn as much information as they can about the company, After their explorations, have learners share what the <i>Learned</i> and identify any <i>Questions</i> they still have about the company.
Outcome	Learners develop planning, organizational, time management, and problem solving skills as they identify and secure time in their calendar to participate in the program.



## Instructional Elements

Provide a brief overview of the variety of instructional elements that will be utilized as part of this training program. Additional time may be needed to explain online learning modules. Be prepared to give a brief demo of these technology-embedded instructional elements. Explain that more in-depth explanation and hands-on exploration of the different elements will be provided as each of these is introduced into the learning environment. Online learning platforms may include the following:

- KHAN Academy
- TEDed
- Passport Badge System

## Class Mission Statement

Introduce the concept of a class mission statement. Use examples from a variety of corporate mission statements from program business/industry partners. Have students compare and contrast the main elements of a mission statement. Divide learners into groups of 3-4 to draft a class mission statement. Each group presents draft mission statement for critique. As a whole group, combine elements from draft mission statements into a cohesive message. Publish and post class mission statement in prominent location for frequent reference throughout the program.

## Career Interest Inventories and Career Clusters

During the first week, learners should complete a career interest inventory (e.g. Virginia Education Wizard Interest Assessment). Instructors will use the results of the interest inventory administration to develop Career Clusters that align with the identified work-related interests of the learners (e.g. health care, manufacturing, skill trades). Identified Career Clusters will be used to direct career exploration and identification of specific jobs related to the identified career field. As specific jobs of interest are identified (e.g. surgical technician), learners will form Professional Learning Communities (PLCs) based on similar employment aspirations. PLCs will engage in a variety of collaborative learning experiences and work together to complete the capstone project.

### **Capstone Project Steps**

1. Complete the Career Interest Inventory (Virginia Education Wizard)
2. Explore job opportunities in local regions
3. Career Focused Field Experience
  - a. As a class, create a checklist of skills learners will look for while volunteering or interning at a job site
  - b. Use checklist to “deconstruct” the work space
4. Plan and present experiences in a career fair using posters, brochures, other materials
  - a. Connect with Career Coaches (K12 or VCCS) to plan career fair
  - b. Connect and partner with WIBs for career fair



### National Career Readiness Certificate (NCRC)

Provide an overview of the National Career Readiness Certificate (NCRC) credential using the NCRC website. Make specific connections between NCRC skill sets (Bronze, Silver, Gold, and Platinum) and program content. Explain that learners will begin to develop skill sets and knowledge related to the NCRC and future attainment of this credential.

	Suggested Activity—NCRC and Personal Goal Setting
Background	Provide overview of NCRC certificate at Bronze, Silver, Gold, and Platinum levels.
Activity	Using the Skills Bank feature on the NCRC website, show learners data that highlights certificate completion by individuals in the local geographic area. Learners use this information to inform creation of a personal goal statement related to attaining the NCRC.
Outcome	Learners develop understand of existing competition in the job market in order to make more informed decisions in the development of their own learning goals.

### Professional Soft Skills

Provide an overview of Professional Soft Skills and Business Etiquette for the workplace.

	Suggested Activity—Introduction to Professional Soft Skills
Background	Begin with a brief brainstorming session about professionalism to identify some professional soft skills for the workplace.
Activity	Use a short video clip that explains Professional Soft Skills to your learners. After viewing the video, engage in discussion about the importance of professional soft skills in the workplace.
Outcome	Learners develop a basic level of understanding of the term professional soft skills and professionalism in the workplace in preparation for beginning the badges associated with these skills.

### Microsoft Digital Literacy Certificate (MSDL)

Provide a brief overview of the MSDL certificate while emphasizing that all students will complete this credential while enrolled in this program. Have students take the initial assessment to identify areas of strength and weaknesses in order to establish a baseline level of their skills.



## INSTRUCTIONAL RESOURCES

### Recommended Texts

- Butterfield, J. (2011). *Teamwork and team building*. Boston: Course Technology.
- McGraw Hill Contemporary. (2011). *Applied mathematics*. Workplace skills, Career readiness preparation. Chicago: McGraw-Hill Companies, Inc.
- McGraw Hill Contemporary. (2011). *Locating information*. Workplace skills, Career readiness preparation. Chicago: McGraw-Hill Companies, Inc.
- McGraw Hill Contemporary. (2011). *Reading for information*. Workplace skills, Career readiness preparation. Chicago: McGraw-Hill Companies, Inc.
- Wentz, F. H. (2012). *Soft skills training: A workbook to develop skills for employment*. Self published. [<http://www.softskillstraining.us>]
- Van Blerkom, D. L., & Mulcahy-Ernt, P. I. (2005). *College reading and study strategies*. Belmont, CA: Thomson Wadsworth.  
[<http://success.wadsworth.com/vanblerkom-mulcahy>]

### Internet Resources

1. [National Career Readiness Certificate \(CRC\) Program](#)
2. [Microsoft Digital Literacy Certification Program](#)
3. [Partnership for 21<sup>st</sup> Century Learning Framework](#)
4. [LinkedIn Digital Portfolio](#)
5. [Citation Machine](#)
6. [Four Nets for Better Searching](#)
7. [Kathy Schrock's Guide to Everything: Critical Evaluation of Information](#)



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8. [Hoax Websites for Teaching Critical Evaluation](#)
  9. [The Five W's of Web Site Evaluation](#)
  10. [The Five W's Example Page](#)
  11. [Passport Badge Platform at Purdue University](#)
  12. [ALEX: Alabama Learning Exchange](#)
  13. [TED-Ed: Implicit Main Idea and the GRAM Strategy](#)
  14. [Making PowerPoint Slides presentation](#)





### Organizer 1. K-W-L-Q Chart for Business/Industry Partners

	<b>K</b>	<b>W</b>	<b>L</b>	<b>Q</b>
Company	We KNOW	We WANT to know	We LEARNED	QUESTIONS we still have
Pineville Community Hospital				
Jericol Mining				
Appalachian Wireless				
[Insert Others]				



## Organizer 2. Exploration of Business/Industry Partners

Company Name:	
Location(s):	
Circle Level: Local National Global	
Brief Description	
Company's Vision or Mission Statement	
History	
Affiliations/Alliances or Partners	
Types of Jobs Available	
Salary/Benefits	
Required Skills	



Organizer 3. Job Comparison Chart

<b>Job Description</b>	<b>Required Education or Training</b>	<b>Salary Range</b>	<b>Employment Outlook: Are there any available positions?</b>



## Individualized Learning Plan

<b>Name:</b>	<b>Date:</b>
<b>GED Goal Statement:</b> (Example: I will successfully earn my GED credential by April 5.)	
<b>Steps completed toward goal</b> (Example: Passed GED test for math)	
<b>CCR Goal Statement:</b> (Example: I will earn my CRC at the Silver Level.)	
<b>Steps completed toward goal</b> (Example: Finished the Job Profiling section)	
<b>Digital Literacy Goal Statement</b> (Example: I plan to complete the MSDL certification by April 20.)	
<b>Steps completed toward goal</b> (Example: Finished the Computer Basics modular on March 12.)	



#### Organizer 4. Information Organization Chart

<b>Source(s)</b>	<b>Main Idea</b>	<b>My Thoughts and Questions</b>
<i>Example:</i> CBS Evening News (December 18, 2009; 6:00 pm)  <a href="#">US Department of Labor website</a>	<i>Example:</i> Jobs decline nationwide for third straight quarter bringing unemployment rates to 10.1%. Unemployment in KY is at 10.6% as of November 2009.	<i>Example:</i> Is there data for the unemployment rate in the southeastern region of Kentucky? What is the unemployment rate in Harlan County? How does it compare to the state and national rates?



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### Organizer 5. Team Project Management Log

Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:



## Organizer 6. Individual Project Management Log

Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:
Task:	Due Date:
Team Member(s) Responsible:	Action to complete:



## Organizer 7. Information Synthesis Template<sup>1</sup>

My Information	Information from:	Information from:	Information from:
How does the information from my team members compare to mine? Circle the information that is new or different. Out a line through the information that is the same. Combine the circled information into a brief summary by writing in the box below.			

<sup>1</sup> Adapted from *HOT Blogs: Using online writing spaces to develop higher order thinking skills* (Henry & Zawilinski, 2008).





## INTRODUCTION TO PROFESSIONAL SOFT SKILLS BADGE

### **Task 1—Overview of Professional Soft Skills (GE 4.9)**

[overview of soft skills](#)

#### **Task 1 Assessment:**

Q1: Which of the following skills is NOT a soft skill?

Time management  
Sociability  
Communication  
Earned test scores  
Self-control

Q2: Personal traits related to soft skills can predict future success.

True  
False

Q3: Traits related to soft skills cannot be improved. You're either born with them or not.

True  
False



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## **Task 2-- Defining Professional Soft Skills (GE 5.2)**

Review the [definition of soft skills](#) provided on the following webpage.

### **Task 2 Assessment:**

In the text box below, write a definition for soft skills in your own words.

[Open text box provided]



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### Task 3: Soft Skill Area 1: Professionalism (GE 4.0)

Let's take a closer look at a variety of soft skills that are important to all employers. We will begin with professionalism.

What does it mean to be a professional? What does it look like? Why do you need it? How do you develop these skills?

**Explore the following websites to learn more about professionalism:**

[Professionalism in the Workplace: Myth, Mystery or a Must?](#) (GE 9.8)

[10 Ways to be a Professional at Work](#) (GE 7.0)

**Listen to the podcast located at the following website (14 minutes):**

[Importance of Professionalism in the Workplace](#)

*\*Note: Link will be sent to you via email*

#### **Task 3 Assessment:**

Create a profile of a professional person. What character traits do they display? What do they look like? How do they dress? How do they behave?

Personal Reflection: Which of these do you already display and which areas do you need to work on?

#### \*Note to Instructors:

Instructors facilitate this task as individuals create professional profiles. This can be completed individually or in groups. It can take on any form that the instructor chooses (e.g. collage of images, written/oral description, graphic representation, etc.). Individuals should incorporate ideas from this activity into their own personal growth plans to target skill sets related to professionalism that they would like to focus on for improvement.



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#### **Task 4: Soft Skill Area 2: Self Management (GE 7.8)**

The next area of soft skills we will focus on is related to self-management.

**Review the list of 10 self-management characteristics below. Select one from the list that you feel is *your strongest characteristic*:**

- Dependable
- Organized
- Positive attitude
- Open-mindedness
- Trustworthy
- Teamwork
- Businesslike
- Independent
- Competitive
- Flexible

#### **Task 4 Assessment:**

**In the box below, complete the following:**

1. State your strongest characteristic.
2. Give an example of how you have shown this characteristic in the past.
3. Write a connection between this characteristic and how it relates to the type of job you want.

*\*Don't forget to answer all 3 parts in your response.*



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### **Task 5: Soft Skill Area 3: Communication (GE 6.5)**

Some would argue that communication is the most important soft skill area for the workplace. There are many different forms of communication. You have verbal, written, and electronic forms of communication. All of these forms require their own set of skills to master.

Read the following ABC News article about communicating in the workplace:

[The Best Way to Communicate in the Workplace](#) (GE 7.6)

#### **Task 5 Assessment:**

Q1: What is the best way to communicate with your boss if you are running late for work?

Call your boss on their cell phone and let them know you're running late

Send your boss a text message so you won't interrupt something important

Call someone else at your workplace and have a message passed on to your boss

Ask your boss how best to communicate before an issue comes up (correct)

Q2: What are the best ways to learn the rules for communicating in your workplace?

Follow how others you respect in the workplace communicate

Respond using the same form of communication that you received

If you're not sure, a phone call or face-to-face conversation are okay

All of the above (correct)



## Task 6: Soft Skills Vs. Hard Skills (GE 6.0)

Now that you've learned about soft skills, let's take a look at the difference between soft skills and hard skills.

**Hard skills are specific, teachable abilities that are based in fact and can easily be demonstrated. Some examples include:**

- Speaking a foreign language
- Typing speed
- Computer programming
- Operating machinery
- Taking someone's blood pressure

**Soft skills are most often related to personal characteristics as was presented in the first series of tasks. Soft skills can be taught, but they are not always as easy to demonstrate. For example:**

- Strong communication skills
- Organizational skills
- Reliable and responsible
- Time management
- Flexible

**How would you take a soft skill, such as *flexible*, and turn it into a hard skill? What would someone demonstrate who has this characteristic?**

Example: Joe calls in sick. Your boss needs someone to cover one of his jobs so it won't get behind schedule. Linda looks at her own work load and sees that she can move a few things around to fit in Joe's job. She makes a few phone calls to change her work schedule for the day. This shows that Linda is flexible with her work tasks.

### Task 6 Assessment:

**Select a soft skill from the list above and describe what hard skills someone would demonstrate to show this soft skill. Provide your example in the box below.**